

# Statewide Assessment Proficiency Rate: Indicator 3C

**Measurement:** Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

## Calculation

All students with disabilities in grades 3-8 and 11, who scored proficient on the statewide assessment, divided by total number of students with disabilities in grades 3-8 and 11 that were on an IEP during the testing window.

## Example

Number of students with disabilities and were on IEP during the testing window:

1. 10 scored proficient on Dakota Step.
2. 1 scored advanced on Dakota Step A.
3. 1 did not test
4. Total of 33 took the statewide assessment

## Calculation:

$10 + 1 = 11$  students scored proficient or advanced.

$1 + 33 = 34$  students took or could have taken the statewide assessment.

$11 / 34 = .3225$

$100 \times .3225 = 32.25\%$  of District A's students with disabilities scored proficient on the statewide assessment.

## Collection Method

Information is collected through SIMS utilizing the enrollment and special education tab.

## Collection Dates

Fall enrollment until the end of the testing window

## District Submission Date

Updated information must be completed by end of the testing window.

## Important Notes:

Part C does not use any AYP pieces. It is straight special education proficiency. Information is taken from the "All Assessed Report"

### **Strategies to Analyze Proficiency Rate Data:**

Analyze the LRE placement of elementary students, middle school students and high school students on IEPs to see if their placement could be affecting their proficiency rate.

Look at the curriculum for students with disabilities. Are they being educated in the general education content standards for their grade level? Do their IEPs show what skill areas in math and reading are weaknesses? Are their goals to address those skill weaknesses? Has the curriculum been mapped to the general education content standards?

Hypothesize what practices might explain the results you see?

What classroom strategies might improve these results?

Analyze which students were very close to being proficient and target those students for extra assistance the following year.

Are the students being provided appropriate accommodations (see Accommodation Manual for ideas at <http://doe.sd.gov/oess/specialed/forms/pdf/SDAccommodationsManual.pdf>) ?

### **Resources and Improvement Activities**

Professional development activities will be provided on aligning instruction to state standards, developing rigorous curriculum to meet those standards.

Conduct a data retreat

All Assessed Report is located at: <http://doe.sd.gov/nclb/index.asp>